

**FACTORS INFLUENCING TEACHER'S INTENTION TO LEAVE
TEACHING IN THE SOUTHWEST PROVINCE OF
THE REPUBLIC OF CAMEROON**

A DISSERTATION

**SUBMITTED TO THE FACULTY OF CLARK ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION**

BY

MICHAEL NTUI AGBOR

DEPARTMENT OF EDUCATIONAL LEADERSHIP

ATLANTA, GEORGIA

JULY 1994

B.V. 95

(c) 1994

Michael Ntui Agbor

All Rights Reserved

ABSTRACT

EDUCATIONAL LEADERSHIP

AGBOR, MICHAEL NTUI

B.A., UNIVERSITY OF GA, 1984

M.P.A., GA COLLEGE, 1986

M.A., ATLANTA UNIVERSITY, 1989

FACTORS INFLUENCING TEACHER'S INTENTION TO LEAVE TEACHING IN THE SOUTHWEST PROVINCE OF THE REPUBLIC OF CAMEROON

Advisor: Dr. William Denton

The purpose of this study was to survey public secondary school teachers of Southwest Province of the Republic of Cameroon to determine the factors that influence teachers to leave teaching. The following variables were used to examine the problem: a) principal's leadership style, b) conditions of work, c) principal's planning techniques, and d) demographic variables of sex, educational level, experience, size of community and teacher's intention to leave.

A questionnaire survey was developed for the purpose of collecting data reflecting the opinions of teachers from public secondary schools in the Southwest Province and administered to 250 randomly selected subject groups from twelve schools.

The results of the analysis showed that a statistically significant correlation existed between principal's leadership style, conditions of work, principal's planning techniques, demographic background and teacher's intention to leave.

Since the data indicated that a significant relationship existed between teacher's intention to leave and all the other variables, and since we acknowledge that teacher's decision to remain in teaching is related to school factors which have been found to influence teacher commitment, it is recommended that school administrators and policy-makers in the educational system be concerned about the incentives that will make teachers satisfied. The Ministry of National Education should develop a policy that focuses on school factors that are enhancing or impeding teachers, thereby minimizing the possibility of teachers planning to leave.

ACKNOWLEDGEMENT

I would like to extend my profound gratitude to my committee: Dr. William Denton, chairperson and mentor; Dr. Philip Bradley, Dr. Olivia Boggs, and Dr. Ganga Persaud for steering this study.

Special thanks to Dr. Trevor Turner, Dean of the School of Education, for his encouragement, support and helpful suggestions at various times during my doctoral work.

I would like to acknowledge the sacrifices of my wife, Minnie, throughout the years of doctoral work. She kept the family intact and in peace while I pursued my degree.

Special thanks to my family and friends who have been supportive in a thousand and one ways to enable me to come to this successful end.

Thanks also to the teachers who took time out of their busy schedules to respond to the survey.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	iv
LIST OF TABLES	v
LIST OF FIGURES	vi
Chapter	
I. INTRODUCTION	1
Purpose of the Study	
Description of the Setting	
Evolution of Education in Cameroon	
Background of the Problem	
Ministry of National Educational System and its Function	
Statement of the Problem	
Significance of the Study	
Research Questions	
Summary	
II. REVIEW OF THE LITERATURE	20
Leadership Styles	
Conditions of Work	
Planning	
Demographics Background	
Teacher Retention	
Summary	
III. THEORETICAL FRAMEWORK	39
Definition of Terms	
Relationship Among the Variables	
Hypotheses	
Limitations	
Summary	

TABLE OF CONTENTS--Cont'd.

IV. METHODS AND PROCEDURES	47
Research Design	
Population	
Description of the Instrument	
Data Collection Procedures	
Statistical Applications	
Summary	
V. ANALYSIS OF THE DATA	51
Summary	
VI. FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	73
Findings	
Conclusions	
Implications and Recommendations	
APPENDICES	82
BIBLIOGRAPHY	91

LIST OF TABLES

1.	Statistics of Schools, Teachers, and Students	9
2.	Teachers Entering Other Occupations	15
3.	Subjects in the Sample	52
4.	Means and Standard Deviation of Items that Make Up Variable of Teachers' Expressed Reasons for Leaving	53
5.	Means and Standard Deviation of Teacher's Morale	54
6.	Means and Standard Deviation of Conditions of Work	56
7.	Means and Standard Deviation of Principal's Leadership Style	58
8.	Means and Standard Deviation of Principal's Planning Techniques	61
9.	Correlation of Teacher's Morale with Other Variables of Interest	64
10.	Results of ANOVA on Morale by Degree of Urbanization and Sex	65
11.	Correlation of Teacher's Job Satisfaction with Other Variables of Interest	67
12.	Results of ANOVA of Job Satisfaction by Degree of Urbanization and Sex	68

LIST OF TABLES--Cont'd.

13.	Correlation of Teacher's Intention to Leave with Other Variables of Interest	70
14.	Results of ANOVA on Teacher's Intention to Leave by Degree of Urbanization and Sex	71

LIST OF FIGURES

1.	An Expanded Model of Expectancy Theory	37
2.	Teacher Morale, Perceived Intention to Leave, and Job Satisfaction in Relation to Selected Variables	39
3.	Application of Variables to Getzel and Guba's Social System Model	43

CHAPTER I

INTRODUCTION

A major concern in the Southwest Province of Cameroon is teacher turnover in the public secondary schools. According to the Annual Report of the Provincial Delegation of National Education (1991), teacher turnover has forced many parent teacher associations to recruit probationary teachers to serve in some of the schools. The Ministry of National Education has attempted to address the increasing number of schools and student enrollments through policy initiatives for training teachers to staff its primary and secondary schools--in an attempt to address the increasing numbers of schools and student enrollments. The teacher-student ratio is 1 to 50 or more. Compared to other African countries with a teacher-student ratio of 1:35, a secondary school teacher in Cameroon has an overload of class-size of fifteen students. This may cause stress on a teacher's job and thus may account for teacher turnover.

According to the Sixth Annual Plan (1993), some of the reasons that also account for teachers' planning to leave the profession and exacerbate teacher turnover include the attraction to other competing professions such as commerce, banking, industry, medical, law and administration.

Some teachers, especially young and uncertificated teachers, leave in order to undertake advanced studies. In Cameroon, there is a tendency to appoint school administrators and inspectors from among serving teachers with exceptional ability, hence teacher turnover.

A teacher may not like the principal's leadership style at a particular school as it pertains to supervision and annual evaluations of teachers. Many evaluations are subjective with no standard criteria. At times, some of the designated evaluators do not have the skills necessary to help teachers with their deficiencies. Lack of teacher motivation would lead to teacher frustration and burnout. As a result, the teacher may plan to leave.

Furthermore, some teachers are mismatched with teaching assignments, get frustrated with teaching and plan to leave. Newly employed teachers may go for about one year or more without salaries. This would force such teachers to quit, hence teacher turnover.

The government's policy to achieve maximum output from teaching staff through the progressive reduction in the number of advanced 'A' level uncertificated teachers in favor of degree holders in related fields compounded the problem of teacher turnover.

Lastly, teachers who are posted to rural schools are reluctant to report to their stations and assume duties. Many of the public secondary teachers continue to abandon the profession.

This research addressed the factors influencing teacher's intention to leave teaching in the Southwest Province of Cameroon (Government Document Sixth Plan 1993).

Purpose of the Study

The purpose of this study was to examine if a relationship exists between principal's leadership style, conditions of work, principal's planning techniques, demographic background and teacher morale, intention to leave, and job satisfaction of public secondary school teachers in the Southwest Province of the Republic of Cameroon. Teachers are the heart of any education enterprise. For school administrators who believe in the quality and importance of its teachers, recruiting and retaining teachers are two sides of the same coin. Several studies have been done on principal's leadership style, conditions of work, principal's planning techniques and demographic background in relation to teacher morale, intention to leave and job satisfaction, but no such study has been done in the Southwest Province in the Republic of Cameroon.

Description of the Setting

Cameroon is the cross-roads of Black Africa. It lies at the heart of the Gulf of Guinea and is virtually an inevitable passage between West and Central Africa. The country is roughly shaped like a triangle, its base running along latitude 2° North and its apex extending into Lake Chad slightly beyond latitude 13°. It is

bounded to the West by Nigeria; to the North and East by Chad and the Central African Republic respectively; and to the South by the Congo, Gabon and Equatorial Guinea.

Cameroon obtained independence in 1960. Reunification into the Federal Republic of Cameroon took place on October 1, 1961, the French-speaking Cameroon having attained independence in 1960. On May 20, 1972 the Federal Republic of Cameroon became the United Republic of Cameroon.

The population of Cameroon is 11,376,430 people. Insofar as territorial administration is concerned, the whole Republic is divided into ten provinces. Two of the provinces, Northwest and Southwest, are English-speaking, while the remaining eight provinces are French-speaking (Civil Cabinet Presidency of the Republic 1990).

Evolution of Education in Cameroon

The story of western education in Cameroon is often coincided with the political history of the country, whose seventy-seven years of colonial rule, from 1884 to 1960, under the three greater powers--Germany, France and Britain, with their considerable differences in colonial policies and educational philosophies, have left behind systems of education so extremely rich in diversity that harmonization into a single system is not an easy task.

Cameroon combines a diverse indigenous culture with a diverse heritage

from history. The noteworthy elements of that rich diversity which exerts varying influences upon the practice of education in Cameroon today are:

1. The two official languages, English and French, which are the media of instruction at all levels of education.
2. The heterogeneity of Cameroon religious communities with Catholics, Protestants, Muslims, Franco-Arabs, Atheists and Animists, all living side by side and all taking part in the education enterprise (there are government schools as well as private schools and schools without any religious affiliation). All of these factors render the Cameroon system of education inherently complex from the synchronic as well as from the diachronic perspective; and such diversity within one and the same system makes the Cameroon system a unique situation for students of comparative education.

The development of western education in Cameroon from its inception to the present day may conveniently be divided into seven periods and be seen at a glance.

1. Pre-annexation: Forty years of missionary pioneership in education, from 1844 when the first missionary, Alfred Saker, arrived in Cameroon, to spread the Gospel of Christ to heathens through the medium of school' until 1884 when Nachtigal annexed Cameroon for imperial Germany.

2. Thirty years of German rule and German education from 1884 to 1914.
3. Education in the early years from 1914 to 1922.
4. Twenty-five years of education in British Cameroon and in French Cameroon under the league of nations from 1922 to 1946.
5. Fifteen years of education in British Cameroon and in French Cameroon during the United Nations Trusteeship period from 1946 to 1960-61.
6. Twelve years of post-independence education in the Federal Republic of Cameroon from 1961-1972.
7. Education in the United Republic of Cameroon from 1972 to the present day.

The introduction and development of the three levels of education in Cameroon could be oversimplified as follows:

1. The years 1844-1922 saw the implantation and development of primary education in Cameroon, predominantly in the hands of missionary bodies.
2. The period 1922-46 witnessed a very timid introduction of the second level of education, i.e., teacher training, secondary schools and vocational/technical education.
3. The period 1946-60 under the United Nations Trusteeship brought

in external aid for the development of secondary education.

4. The development of the third level of education in Cameroon started after independence with the inauguration of the University of Yaounde in 1962 (Abdou 1968).

From the preceding summary, the fourth republic educational plan called for the development of education at all levels with approximately 37 percent of the total expenditure for primary education, 28 percent for technical, 23 percent for secondary and 12 percent for higher education. The plan aimed at doubling school enrollments in five years and tripling them in ten years so that about 80 percent of the children would be in school.

The current educational system of Cameroon represents a study in contrast between the Francophone (French-speaking) Cameroon based upon the French models and the Anglophone (English-speaking) Cameroon which is based upon the United Kingdom models.

The Francophone sector has six years of primary education, four years in secondary and three years in high school ending with the baccalaureate. The primary contains six grades; the first cycle secondary (junior high), four grades; and the second cycle secondary (senior high), two or three grades. Grade 13 is the terminal year.

In the Anglophone sector, Cameroon students attend a similar structured system with differing styles and terminology. Junior school (primary) extends

seven years; grammar or secondary school takes five years, from I through V or grades 7 through 11. Two years of high school and three years in the university.

According to the Annual Report of the Provincial Delegation of National Education, there are 27 nursery schools in the Southwest Province. The student enrollment is 3,246 and the schools are staffed by 146 teachers. The teacher/student ratio is 1 to 22. At the primary school level, there are 415 schools with a student enrollment of 163,529. The primary schools are staffed by a total of 3,138 teachers and the teacher/student ratio is 1 to 52. The Southwest Province has 32 public secondary schools with a student enrollment of 43,832. The schools are also staffed by 848 teachers, and the teacher/student ratio is 1 to 51. There are 16 vocational schools with a student population of 9,118. The number of teachers 353. The teacher/student ratio is 1 to 26. The teacher training college is a professional post primary institution. There are only 2 in the entire Southwest Province. The student enrollment is 430, and the schools are staffed by 63 teachers. The teacher/student ratio is 1 to 7.

TABLE 1

STATISTICS OF SCHOOLS, TEACHERS, AND STUDENTS

Type of School	Number of Schools	Number of Students	Number of Teachers	Teacher Student Ratio
Nursery	27	3,246	146	1:22
Primary	415	163,529	3,138	1:52
Secondary	32	43,832	848	1:51
Vocational	16	9,118	353	1:26
Teacher Training College	2	430	63	1:7

Source: The Annual Report of the Provincial Delegation of National Education, Southwest Province, Buea, 1991.

In the Anglophone sector, Cameroon students attend a similar structured system with differing styles and terminology. Junior school (primary) extends seven years; grammar or secondary school takes five years from I through V or grades 7 through 11. Two years high school and three years in the university.

Historically, the Cameroon teacher training system in the Anglophone sector of Cameroon is considered the same level of secondary schools which has been tied to its British educational heritage. The training of teachers of which the

researcher has been one of the beneficiaries, is not included in the traditional university curricula.

In 1965, the teacher grade III and grade II colleges were merged to form a single five-year college offering course during the first three years based upon secondary grammar school curricula and two years of pedagogic training. The government's policy was to create a new type of secondary teacher's training college designed to produce teachers for the primary schools and for the junior classes of secondary schools.

At the tertiary level, the only university in the country is at the capital city Yaounde and has five campuses in the provinces. Most programs lead to the degree license, which is based upon a three-year program after the baccalaureate or the general certificate of education (GCE) advanced level examinations. The license corresponds to the U.S.A. bachelor's degree.

During the colonial era, even though there were fewer secondary schools, fewer student enrollments, and fewer teachers in light of the total population of Cameroon, the colonizers, through their mission-run schools made the teaching profession very attractive by providing incentives which minimized the likelihood of dedicated teachers planning to leave.

Due to budgetary constraints, the government cannot compete effectively with the private sector by attracting prospective indigenous teachers which offers more favorable conditions of work as those granted to expatriates with similar

skills and qualifications, hence teacher turnover remains a major concern particularly in the Southwest Province of Cameroon (Government Document Sixth Plan 1993).

Background of the Problem

The stability of teachers in the Southwest Province is shaped by a broad range of external forces--economic, social and political factors which currently are interacting to determine the likely defection of public secondary school teachers to other professions. For example, a deterioration in the profession's working conditions and respect from the public, and economic hardship would lead to teacher mobility to other occupations in the private sector. Teacher's intention to leave is influenced by the aforementioned factors that are nation-wide in scope, and can have a big impact on teachers' decisions to leave the profession.

Economically, the government of Cameroon is facing economic crises due to the falling prices of agricultural products on the global markets since 1986. This has directly affected all the ten administrative provinces. Most recently, teachers (public) have been given salary cuts of over 50 percent. Consequently, they cannot afford even the reasonably-priced consumer goods like housing, imported food items, prescription drugs, and durable goods like electric stove or refrigerator. Rising prices of other consumer goods due to inflation and

devaluation of Cameroon's currency has compounded the problem. These factors directly or indirectly influence teacher's intention to leave.

Socially, public perception of public secondary school teachers is very low. In view of the prevailing economic hardships, a majority of consumers aside from teachers can buy goods and services on credit--that is, credit privileges are accorded to other public employees (non-teachers) by promising to pay whenever salaries are paid. A teacher is less likely to enjoy the same privileges because of low public perception of teachers.

Seyfarth (1986) contends that not only is teaching attracting a smaller share of the most able college graduates, it is having trouble holding the academically talented, who become teachers. He attributed the problem to many factors including lack of opportunities for advancement in teaching and the profession's low status as compared to other occupations.

Herzberg, Mausner, Peterson and Capwell (1967) put it this way also. They see the problem of employee turnover as a function of workers' attitudes. A worker's attitude plays a significant role in determining whether he/she will stay or plan to leave his/her job.

A number of factors determine employee turnover. These include the nature of the social work group that a worker belongs to, the opportunity to make decisions and feel useful in the total context of his/her work environment and

communities in which he/she lives, and the differences between his/her starting salary and that of his/her counterparts in the private sector.

Ministry of National Education and its Function

At the apex of the hierarchy in the Ministry of National Education is the Minister of National Education. He/she is appointed by the President of the Republic. The minister is assisted by a body of civil servants--administrators, professionals and support staff in the formulation and implementation of policies and decision-making.

At the head of the civil servants in the Ministry of National Education is the Secretary General who is appointed by the President. He/she is the chief adviser to the minister and is responsible to him for the day-to-day administration of the Ministry and the institutions under it.

The administration and proper execution of educational services is the sole responsibility of the Ministry of National Education. These responsibilities include promoting national goals and objectives, harmonizing policies and coordinating pedagogic practices in education.

Through delegation of powers, some of the responsibilities are directed to the provincial delegation of national education that are charged with the supervision and control of educational programs in an effort to enhance the quality of education being offered.

As can be seen from the organizational chart, under the school authority pattern teachers are not allowed any input in the decision-making processes within their own classrooms. The bureaucratic hierarchy at the ministerial level can install the decision-making processes in school governance. It may take several months for a simple decision to be made that would normally take a few hours to make a similar decision in most school systems in the United States.

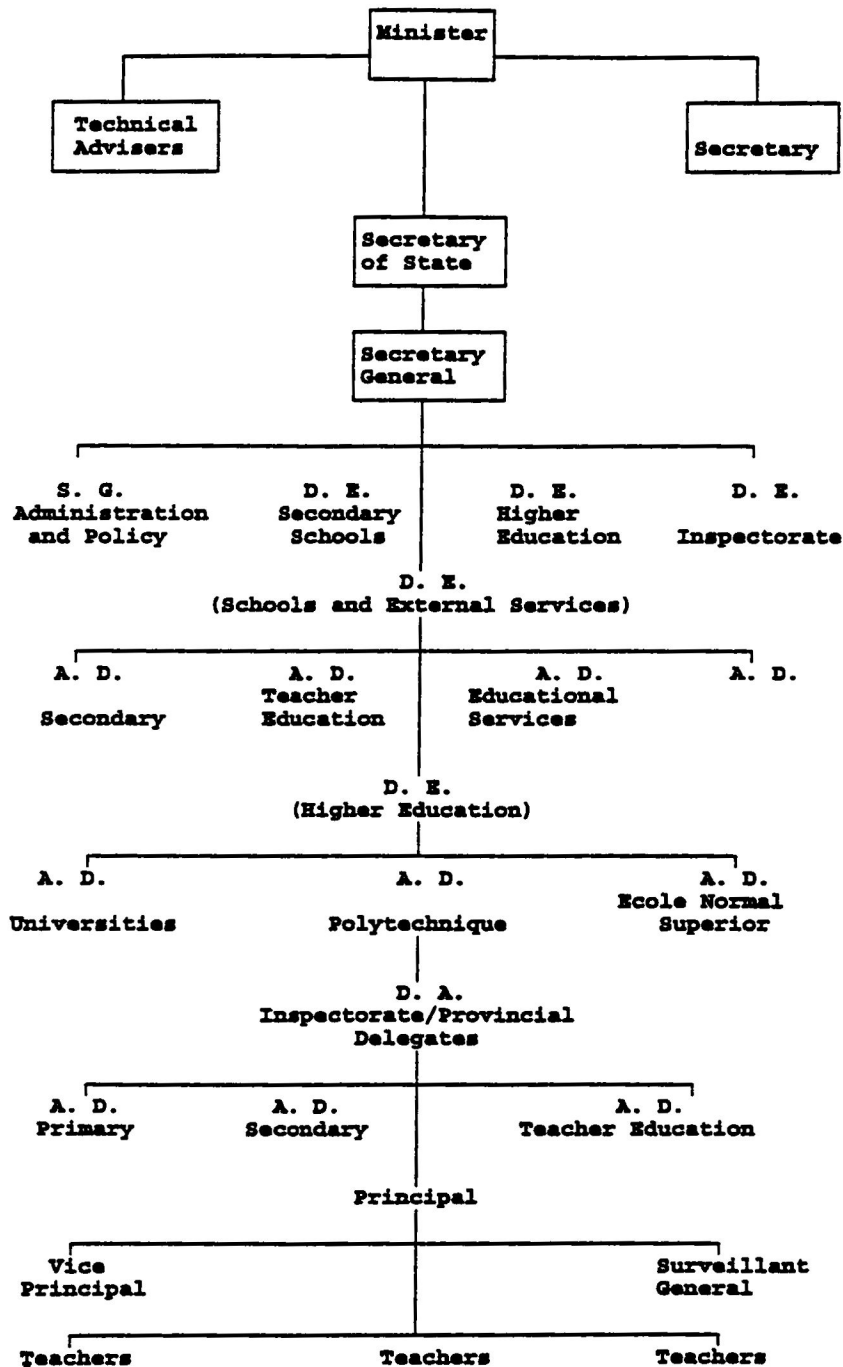
Under such a system teachers will develop low morale and low motivational systems. The secondary school teacher is the most neglected or least integrated within the organizational structure. Hence the teaching profession, particularly in the Southwest Province has a high rate of teacher turnover.

TABLE 2
TEACHERS ENTERING OTHER OCCUPATIONS

Scholastic Years	Total # of Teachers	<u>Occupations</u>						
		Departers	Administration	Industry	Farming	Military	Bankers	
1988/89	580	70	25	25	10	6	4	15
1989/90	630	83	40	28	4	7	4	
1990/91	650	85	50	20	2	10	3	
1991/92	815	88	20	44	16	6	2	
1992/93	848	42	10	19	10	2	1	

Source: Government Document Sixth Plan 1993.

MINISTRY OF NATIONAL EDUCATION ORGANIZATIONAL CHART 1990



LEGEND:

S.G.	-	Secretary General
D.E.	-	Director of Education
A.D.	-	Assistant Delegate

Statement of the Problem

This study investigated factors influencing the high turnover rate of teachers in public secondary schools in the Southwest Province of Cameroon. Teacher turnover has forced many parent-teacher associations to recruit auxiliary teachers to serve in some schools.

Significance of the Study

This study will identify the problem of teacher turnover, and will give policy-makers and school administrators a better understanding of some of the reasons teachers are planning to leave teaching. Information from this study will be useful to the Ministry of National Education in recognizing the fact that having a satisfied teaching force will offset teacher turnover. It will also serve as a source of reference for those who plan to further research this problem.

Research Questions

The following research questions were generated to enumerate each of the specific inquiries of the problem addressed through this research:

1. What is the relationship between principal's leadership style and teacher morale among public secondary school teachers in the Southwest Province?
2. What is the relationship between conditions of work and teacher

morale and among public secondary school teachers in the Southwest Province?

3. What is the relationship between principal's planning techniques and teacher morale among public secondary school teachers in the Southwest Province?
4. What is the relationship between demographic background and teacher morale among public secondary school teachers in the Southwest Province?
5. What is the relationship between principal's leadership style and teacher's intention to leave among public secondary school teachers in the Southwest Province?
6. What is the relationship between conditions of work and teacher's intention to leave among public secondary school teachers in the Southwest Province?
7. What is the relationship between principal's planning techniques and teacher's intention to leave among public secondary school teachers in the Southwest Province?
8. What is the relationship between demographic background and teacher's intention to leave among public secondary school teachers in the Southwest Province?
9. What is the relationship between principals' leadership style and

job satisfaction among public secondary school teachers in the Southwest Province?

10. What is the relationship between principal's planning techniques and job satisfaction among public secondary school teachers in the Southwest Province?
11. What is the relationship between demographic background and job satisfaction among public secondary school teachers in the Southwest Province?

Summary

This chapter was devoted to providing an introduction to the research problem. After presenting the purpose of the study, the chapter examined the background of the problem, gave the statement of the problem, the significance of the study, and stated the research questions that were examined.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review related research on factors affecting teacher morale, intention to leave and job satisfaction and how these variables affect other factors. The literature reviewed is outlined by variable. The independent variables are: leadership style, conditions of work, planning techniques and demographic background. The dependent variables are: teacher morale, intention to leave, and job satisfaction.

Leadership Styles

Everett (1991) examined teacher attitudinal commitment to their school and to teaching as a career among 330 elementary school teachers in 85 schools and 15 school districts over a four county region of the San Francisco Bay area. Data were collected by means of mailed survey, and then by personal interviews of selected teachers. The commitment variables scales were modeled after the organizational commitment questionnaire. Results indicated, among other things, that (1) the principal is a significant factor in building teacher commitment to schools and to teaching, supporting a contingency view of leadership effectiveness.

Benit (1991) explored the relationship between principal leadership style

(perceived by both teachers and principals) and teacher's job satisfaction. The sample utilized consisted of 484 public school teachers and 27 building principals in the tri-county metro Detroit area of Michigan. There was an elementary school, middle school, and high school randomly selected to participate in the study. Each school district was mailed copies of all instruments and these were distributed to the building principals. Each building principal received Lead-Self and a demographic questionnaire to fill out. They also received teacher instruments which included Lead-Other, Purdue Teacher Questionnaire, and a demographic questionnaire to fill out. A total of 67 percent of the teachers returned the three instruments. A total of 75 percent of the principals returned theirs. One of the major findings was that principal leadership style does affect teacher job satisfaction.

Stelmachowicz (1992) identified the relationship between teacher retention and nine subscales of the National Association of Secondary School Principals (NASSP) Teacher Satisfaction Survey for Teachers in Lutheran Secondary Schools. Both former and current Lutheran secondary teachers (262) were surveyed to identify sources of satisfaction level that may induce teachers to leave Lutheran secondary education. The survey includes nine subscales of satisfaction: Administration, Compensation, Opportunities for Advancement, Student Responsibility and Discipline, Curriculum and Job Tasks, Co-workers, Parents and Community, Building and Maintenance, and Communication. The findings

indicated that former teachers perceive a significantly lesser degree of satisfaction than did current teachers, particularly in areas of administration, compensation and communication. Contracted teachers also perceived lesser degrees of satisfaction than did the national teacher population for six of the nine subscales.

Greaves (1991) examined the relationship between perceived organizational climate and reported job satisfaction of secondary teachers employed in five midwestern high schools. One hundred fifty-five secondary teachers participated in the study. Job satisfaction was measured by the Job Descriptive Index (revised) developed by Smith, Hulin, and Kendall. Organizational climate was measured by the Organizational Climate Descriptive Questionnaire--Rutgers Secondary developed by Wayne Hoy. The study included mean scores and standard deviations of the facets of the Job Descriptive Index (revised) for each high school, in addition to the ANOVA Table for each facet of job satisfaction. The same statistical information was calculated for each dimension of organizational climate. The findings revealed that the best predictor of the general job satisfaction was principal directive.

Haezebrouck (1990) investigated the effects of school size and the principal's leadership style on teacher job satisfaction. Also studied was the relationship between leadership style and school size. Three standard control variables--sex, age, and ethnicity--were investigated to see if the sample showed any significant differences in satisfaction levels. A random sample was taken from

525 Michigan public high schools or school districts with criteria that could be used to make changes that maximize the achievement of both organizational and individual goals and to provide principals with information about leadership styles that have a positive or negative impact on teacher job satisfaction. NAEPP's Teacher Satisfaction Survey was used to measure teacher satisfaction means while the Leadership Opinion Questionnaire (LOQ) was used to determine the leadership styles of principals. These instruments were mailed to 60 high schools and their principals with a response rate of 75 percent for high schools and a 67 percent rate from the principals. The findings revealed that leadership style effects teacher job satisfaction.

House (1989) investigated the careers of teachers of the year since their designation, to identify the job satisfiers and dissatisfiers of this group of recognized high quality teachers and to determine the responses of teachers of the year for the seven-year period 1981-1987. Of the 347 teachers of the year, 255 (73.5%) responded to a questionnaire developed especially for this group. The questionnaire drew heavily from national studies and other research findings on teacher retention and job satisfaction. The findings indicated that for the seven-year period 1981-1987, there was a relatively high retention rate for teacher of the year, especially compared to the retention in teaching of certain other identified high quality teachers. Overwhelmingly, teacher of the year were satisfied with their careers.

Muffs (1989) examined the attitudes of elementary teachers with respect to teacher autonomy, perceived and desired, and its relation to job satisfaction. The study was also to examine the attitudes of dissatisfied elementary teachers as to the nature and degree of their dissatisfaction. Data gathered in this study indicated that teachers who perceived low autonomy but desired high autonomy were less satisfied with their work than other teachers. In addition, these teachers indicated a greater likelihood of defection from teaching.

Coates (1989) examined the effect of shared decision-making on teacher job satisfaction and teacher professionalism. A survey questionnaire using a Likert-type scale was administered to 173 teachers in the San Diego City Schools District. The participants included teachers in shared and non-shared decision-making schools. Teachers in the shared decision-making schools also scored significantly higher on five of the nine factors that make up job satisfaction, supervision, responsibility, work itself, advancement, and recognition. The results indicated a correlation between the variables of professionalism and job satisfaction was higher in shared than in non-shared decision-making schools.

Ozumba (1989) identified principals' leadership styles as perceived by the teachers as it relates to job satisfaction. Two instruments, the Adapted Leadership Styles Questionnaire and the Job Description Index (JDI) with a 5-point Likert-Type rating scale, were distributed to 400 secondary school teachers. The returned response rate was 80.5 percent. Statistical methods used to test the five

null hypotheses were: Chi-square which tested the teachers' perception of the principals' leadership styles, and One Way Analysis of Variance (ANOVA) which tested the relationship between leadership styles and job satisfaction. Results of the study indicated that perceived leadership styles was found to be significantly related to several aspects of job satisfaction including work, supervision, and co-workers.

Conditions of Work

Linker (1992) examined factors related to attrition of public school teachers. Two hundred fifty-six Palm Beach County, Florida, public teachers responded to a questionnaire that solicited information concerning demographics, satisfaction with respect to teaching, attitudes toward teaching and suggestions for increasing retention. The respondents were divided into three groups: those planning to leave teaching in the Palm Beach County Schools within five years (departers--16.4%), those undecided about leaving (undecided--37.0%) and those planning to remain (remainders--46.6%). Results indicated that increasing and improving general working conditions was the most effective step for decreasing attrition.

Clement (1992) identified demographics, convenient work hours, achievement of students, positive school climate as important variables related to teacher job satisfaction. The population of the study were the staffs of seven Orange County Comprehensive High Schools who responded to a questionnaire

which ranked the variables and classified into four age categories: 22-28, 29-40, 40-51, 51-60. The results revealed that there was only one variable, convenient work hours, which differed significantly and was more important to the 29-50 age groups. In addition, achievement of and interaction with students are another source of job satisfaction for teachers. But convenient work hours is a major attractor to teaching and an important retention factor.

Young (1989) examined overall job satisfaction and satisfactions with various job and workplace characteristics of the 159 teachers in a K-8 Public School District in Central California. A questionnaire was designed to measure the work facet that provides overall job satisfaction--(intrinsic, leadership, school climate, and resource adequacy). The findings revealed that the most satisfying aspects of teaching related to interactions and successes with students and to the vacations and holidays, and amount of moonlighting teachers do.

Giaimo (1989) identified the job factors that were satisfying and the job factors that were dissatisfying for mentor teachers and for classroom teachers to determine whether or not mentor teachers experience higher levels of job satisfaction than their colleagues who are solely classroom teachers. A questionnaire survey was conducted of 50 mentor teachers and of 54 classroom teachers from four southern California school districts to determine the level of job satisfaction of each group. The Teacher Job Satisfaction Questionnaire developed by Lester assessed job satisfaction in the following job factors: supervision,

recognition, responsibility, working conditions, work itself, advancement and pay. Findings revealed that both groups were dissatisfied with displeasing working conditions that relate to physical plants and to administrative policies, limited assistance from supervisors, and the infrequent recognition for successful teaching.

Long (1991) investigated the hierarchy of teacher job satisfaction wants and working condition wants as perceived by principals, superintendents, school board presidents, National Education Association Uniserv Directors, and Field Representatives of the American Federation of Teachers. The survey instrument was based on the work of Frederick Herzberg and Jerry Pipes. This national study was limited to randomly selected samples from the aforementioned groups representing four geographical regions of the United States. The findings indicated that elementary and secondary teachers are in unison about their feelings toward job satisfaction and working condition wants in the current educational environment.

Rosenholtz (1989) looked at predictors of teacher work place commitment, defined as satisfaction with teaching in the current school and a desire to remain there, in 78 rural and urban schools and found a cluster of important predictor variables that reflected the degree of "professional fulfillment" that teachers experience in their every day work. Results indicated there was a relationship between teacher organization commitment and motivation.

Moore (1987) suggests that differences in teacher satisfaction are often

related to individual differences in education, gender, ethnicity, sex and age, but are complicated by dedication to their profession.

In general, teachers with a well developed sense of efficacy are important, not merely for improved teacher morale and satisfaction, but in turn create higher levels of satisfaction for other teachers, the administration, and schools in general (McLaughlin and Yee 1988).

Conley, Bacharch and Bauer (1989) investigated the organizational work characteristics that predict teachers' career dissatisfaction in elementary and secondary schools. Using a random sample of districts in New York State that was stratified according to geographic location, size, wealth of the district, and district expenditures. The researchers surveyed teachers in 42 elementary schools and 45 secondary schools. They adapted Bacharch and Mitchell's (1982) scale in order to collect data regarding teachers' feeling about career success. Findings revealed that role ambiguity and routinization are associated with career satisfaction.

Rosenholtz and Simpson (1990) reviewed the social and psychological literature on job design. They identified six factors, in addition to stage of career, that have been found to influence worker commitment to the workplace and can be applied in a meaningful way to the teaching context. These factors can be grouped in two categories. One set of factors relate to the maintenance of boundaries around the teaching position--arrangements that separate the

instructional situation from others. The second set relate to the core tasks of teachers--providing instruction and shaping students' individual growth. The researchers hypothesized that both boundary and core organizational qualities may vary among particular classrooms, and, as they vary, so will the commitment of the teacher.

Planning

Rivas (1990) analyzed staff perceptions of job satisfaction, rapport among teachers, community support of education and community pressures in junior high/middle schools using quality circles as compared to other schools using a different strategy as part of their shared decision-making model. Schools were identified by the school system implementing the strategy. The revised "Purdue Teacher Questionnaire (P.T.Q.)," was used to collect and analyze data. In addition, selected interviews were conducted at quality circles sites. The results showed that staff members who were directly involved in the process felt "rapport among teachers" improved, as well as their job satisfaction.

Kuhns (1986) examined the participatory management system used by the Tulsa Public Schools in Tulsa, Oklahoma. The sample consisted of all middle schools in the system. The major variables investigated were participatory management, job satisfaction, job related tension, intention to leave the school or the profession, absenteeism, sex, and years of experience. A total of 535 teachers

were surveyed. When the variables were examined in conjunction with participatory management, the variables of teacher job satisfaction and job related tension were found to be correlated positively with teachers' perceptions of shared governance. In addition, teacher intent to leave and teacher absenteeism were lower when greater participation in the school's management was perceived.

Tarawneh (1990) examined the factors determining the attraction and retention of qualified secondary school teachers in Jordan. The target population consisted of three subpopulations: secondary teachers, secondary principals, and administrators in the Ministry of Education and its educational directorates in Jordan. The study's instruments consisted of separate questionnaires for each subpopulation. The teachers' questionnaire was the primary instrument. Proportional multi-stage sampling procedures were used to draw the subpopulation samples. The findings indicated that there is a relationship between teachers' job satisfaction and administrative aspects such as rating of teachers' annual and progress reports by both principals and supervisors, and authority relations within the educational system.

Goodman (1984) in his book, A Place Called School, found that in schools rated as satisfying by teachers, the teachers had a positive view of the quality of the problem solving process, staff cohesiveness, their power and influence over school-wide decisions, and their control over planning and teaching decisions.

Demographics Background

Warr (1991) examined the relationships between teacher intent to leave present employment and such variables as demographic, work-related, and job satisfaction. A four-part survey instrument was constructed and mailed to 970 teachers who were members of the American Vocational Association. Five hundred and four useable surveys were returned, which represented 87 percent of the 582 optimally desired responses for the study. The findings showed the youngest age group had the greatest intent to leave and was the least satisfied. Teachers with 6 to 10 years of tenure reported the highest intent to leave, with the oldest group reporting the lowest intent.

Lee (1991) examined the effect of teachers' salaries on the attraction and retention of potential and/or experienced teachers. The analysis was the occupational decisions of teachers and the salary differentials that exist between teachers and workers who are employed in alternative occupations. Other variables such as academic ability, gender and major teaching area were also considered. Samples were divided into non-teaching career choosers, and teaching career choosers, were again divided into current and former teachers according to their current job status. The results indicated that both prospective and practicing teachers responded to interoccupational wage differences in deciding to choose and change occupations. It further confirmed the effects of various predictors of choosing and leaving teaching--gender, race, family background, the level of

teaching, and satisfaction with teaching.

Raisani (1988) investigated the relationship of organizational climate, teachers' and school's selected demographic characteristics to teacher job satisfaction as perceived by Michigan public secondary school teachers. The data were collected from 340 teachers randomly selected from 56 secondary schools using the Organizational Climate Description Questionnaire, Revised Scale (OCDQ-RS) measuring organizational climate, the Teacher Job Satisfaction Questionnaire (TJSQ) measuring job satisfaction and demographic information. The findings indicated that both organizational climate and demographic characteristics are related to job satisfaction. Findings also suggested that female, younger, more educated and less experienced teachers were more satisfied with certain aspects of their job.

Abu (1989) examined the relationships between organizational climate dimensions and demographic variables (sex, tenure, seniority, educational level, origin, school size, and school location) as they relate to teachers' job satisfaction dimensions in the Bedouin Elementary Schools of the Negev. Lawler's Job Satisfaction Questionnaire (1972) and Horowitz and Zak's Organizational Climate Questionnaire were used to measure these variables. The population of the study consisted of 29 schools. The statistical methods used to collect data were (1) descriptive statistics, (2) aggregated analysis method, (3) factor analysis, and (4) multiple regression analysis. The major findings were thus: (1) there was a

relationship between the demographic variables and job satisfaction; (2) the higher the proportion of female teachers, the higher the level of satisfaction with work; (3) the higher the educational level of the teacher, the higher the level of satisfaction with work.

Frick (1989) investigated rural teachers' attitudes and their influence upon job satisfaction, career longevity, and the desire to remain in teaching. The statistical analyses for the study were frequency distributions, means, and standard deviations. The Pearson's Product Moment Coefficient and a series of stepwise-multiple regressions were performed to determine the relationships between the independent variables of attitudes and demographics of rural teachers to the dependent variables of job satisfaction, career longevity, and the desire to remain in teaching. The results of the survey indicated that rural teachers are satisfied with teaching as a career and feel they are good role models for students.

Teacher Retention

Chapman's (1983) Model of Social Learning Theory offered an application of Krumboltz's theory of career decision-making to a particular profession. The model suggests that teacher retention is a function of (a) teachers' personal characteristics, (b) educational preparation, (c) initial commitment to teaching, (d) quality of first teaching experience, (e) professional and social integration into teaching, and (f) external influences (such as employment climate). These six

factors together influence career satisfaction which in turn, relates to teachers' decisions to remain in or leave teaching.

There is no single predominant theory of work satisfaction. The existing major theories of motivation and job satisfaction are complementary and interrelated; and most are based on psychological theories on needs and values (Moore 1987).

Maslow's Hierarchy of Needs

Abraham Maslow's own philosophy of man is humanistic and opposed to the biological or Darwinian conception of man. He conceived man as being different in principle from other species. He wrote:

The laws of human psychology and of non-human nature are in some respects utterly different All our talk about motives and values does not imply a wish to subjectivize or psychologize non-human nature, but, of course, we must psychologize human nature. (1970, 7)

Madsen (1974) stated that the most important hypothesis in Maslow's motivation theory is hierarchical system of basic needs. The hierarchy of needs includes: the physiological, the safe, the affiliative, the esteem, and the self-actualization, the hierarchical organization of the needs implied that satisfied "lower" needs dominate and conquer in a conflict with unsatisfied "higher" needs. Thus, self-actualization requires the satisfaction of all other needs. Self-actualized

people will be satisfied and mentally healthy. Only unsatisfied needs are motivating forces.

Herzberg's Hygiene-Motivation Theory

Herzberg (1959) conducted a study to test the theory that man has two needs, his basic physical needs and his needs as a human to grow psychologically and professionally. Herzberg conducted his study on 200 engineers and accountants who represented a cross-section of Pittsburgh Industry. The method "critical incidents" was used. Respondents were asked about their experiences at work which made them feel "exceptionally good" or "exceptionally bad" about their jobs. Herzberg found that five factors stand out as strong "determinants" of job satisfaction--achievement, recognition, work itself, responsibility and advancement--the last three being of greater importance for a lasting change of attitude. The major dissatisfiers were company policy and administration, supervision, salary, interpersonal relations, and working conditions. Unlike the "satisfiers", the "dissatisfiers" produced short-term changes in job attitude.

The motivation-hygiene theory provides simplified answers to rather complex questions. The theory provides broad and general guidelines to principals and administrators interested in evoking the performance investment from teachers.

Expectancy Theory

Vroom's expectancy takes into account differences in the desires and needs

of others, does not prescribe a one best motivational strategy but shares some features of the motivational-hygiene theory. Vroom's is a contingency theory that views motivation as a response in a person's needs to a specific goal that person seeks. The basic components of expectancy theory are illustrated in figure 3.

In further developing the expectancy theory Nadler and Lawler provide three concepts as key building blocks of the theory?

1. Performance-Outcome Expectancy--Every behavior has associated with it, in an individual's mind, certain outcomes (rewards or punishments). The individual believes or expects that if he/she behaves in a certain way, he/she will get certain things.
2. Valence--Each outcome has a "valence" (value, worth, attractiveness) to specific individual. Some individuals may value an opportunity for promotion or advancement because of their needs for achievement or power. Others may not want to be promoted and leave their work group because of needs for affiliation. Similarly, a fringe benefit such as a pension plan may have great valence for an older worker but little valence for a young employee on his/her first job.
3. Effort-Performance Expectancy--Each behavior also has associated with it, in the individual's mind, a certain expectancy or

probability of success. This expectancy represents the individual's perception of how hard it will be to achieve such behavior and the probability of his/her successful achievement of that behavior.



Fig. 1. An expanded model of expectancy theory.

Summary

The above review of the literature showed related research on variables utilized in this study. In several studies, researchers examined relationships between teacher morale, intention to leave, and job satisfaction and principal leadership style. The findings revealed that principal's leadership styles had a significant relationship. In addition, teacher morale, intention to leave, and job satisfaction examined in relation to conditions of work variables. The findings indicated a significant relationship. Also, teacher morale, intention to leave, and job satisfaction were examined with regards to relationships between planning techniques variables. The findings indicated a significant relationship. Lastly, the review on demographic background examined those factors that influence teacher morale, intention to leave, and job satisfaction. The findings also indicated a significant relationship. This review of related research indicates that the variables utilized in this study have been researched separately, and at different times

focused on the dependent variables--teacher morale, intention to leave, and job satisfaction; and independent variables--principal's leadership style, conditions of work, planning techniques and demographic background.

CHAPTER III

THEORETICAL FRAMEWORK

This study examined the extent to which principal's leadership style, conditions of work, principal's planning techniques, and demographic background as independent variables are related to such dependent variables as teacher morale, intention to leave, and job satisfaction. A conceptualization of this framework is presented in figure 2.

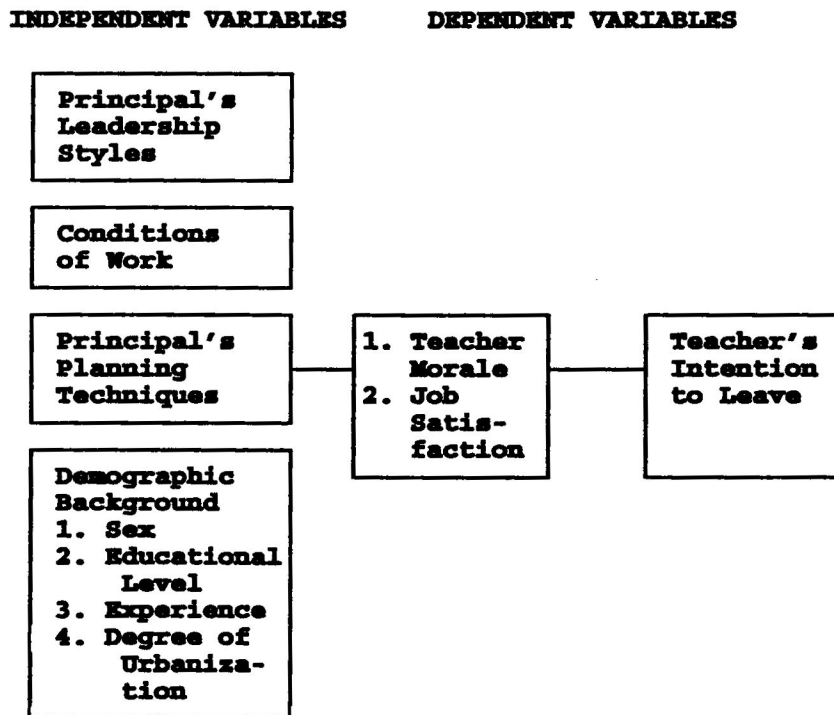


Fig. 2. Teacher morale, intention to leave, and job satisfaction in relation to selected variables.

In figure 2, teacher morale, intention to leave, and job satisfaction are hypothesized to be dependent with principal's leadership style, conditions of work, principal's planning techniques and demographic background.

Definition of Variables

Leadership style--Is defined as the extent to which teachers see the principal as relying on institutional and authoritarian power or participatory power of group decision-making.

Planning--Is defined as the extent to which teachers see the principal as goal oriented, and making plans for goal achievement by choosing from among alternative strategies.

Morale--Is defined as the degree to which teachers are proud of the work environment and feel integrated with it as well as the degree to which they also see administrators, students and parents as sharing in this sense of mutual respect.

Intention to leave the school--Is defined as the degree to which teachers express leaving the school system or the profession.

Conditions of work--Is defined as teacher's perception of the organizational rules and regulations, physical structure, psychological and social environmental pressures and demands that interfere with a teacher's ability to accomplish organizational goals and satisfy needs.

Job satisfaction--Is defined as the extent to which teachers feel satisfied

about such hygiene factors as salary, status, work procedures, job security, working conditions, in addition to such motivators as achievement, recognition, responsibility and the possibility of growth.

Demographic background--Is defined as the sex, location of school, educational level and experience of the teacher.

Relationship Among the Variables

The proposed relationship among independent variables: principal's leadership style, conditions of work, principal's planning techniques, and demographic background can be analyzed in terms of the conceptual model of the school as a social system as adapted from the Getzel and Guba Social Systems Model. The way in which teacher morale, intention to leave, and job satisfaction are influenced by principal's leadership style, conditions of work, principal's planning techniques and demographic background can be explained by Getzel and Guba's model of the school as a social systems in figure 3.

This model as shown in figure 3 the variables can be integrated. In every school system the leader is in charge of the organizational framework, social groups and individuals (see fig. 3). In figure 3, the principal's leadership style is essential. If he/she sets the roles properly in a way that minimizes conflicts, the expectations of the institution and teachers will be met.

As individuals form groups which express themselves in climate and

intentions, they will also impact on the goal behavior. The theory of this study is that if the principal is a leader who involves teachers in quality circles, groups, committees, etc., in the organizational framework, then the organization will be less bureaucratic and teachers will respond not to rules but roles and performance expectation that they help to define, hence the morale of teachers can be influenced in terms of their pride in the school. When teachers work on committees and the principal's leadership style is collaborative and supportive, then the teachers' personality needs will be met, hence they will be satisfied, and therefore, increasing their morale.

The principal's planning techniques can impact on new approaches in problem-solving and decision-making processes that will enhance the attainment of organizational goals. Cunningham (1982) maintains that by utilizing the planning technique in decision making through prioritization of objectives, problem activities and cost, efficiency is maximized when the principal and teachers generate choices together to reach the goals of the school, then morale and job satisfaction can be achieved.

Kaufman (1988) also acknowledges that planning techniques approach details a way of thinking that can help dedicated professionals to create results that they have long sought. When teachers make choices when they plan together because their needs and concerns are affected by the plans, they feel good about themselves and have a sense of efficacy.

When the principal uses planning technique that allows choices from among alternatives (Persaud's Act-Alternative Choice Technique, 1987), then such teachers will feel their morale very high. For example, the principal might decide to announce a meeting, assign responsibilities, collect certain information and verify results in order to move from a present to future state (Sergiovanni 1984).

Similarly, teachers have individual differences due to their demographic backgrounds. Teachers will see satisfaction with conditions of work differently. For example, the inexperienced teacher will be motivated and satisfied with Herzberg's job factor of advancement more than the veteran teacher. On the other hand, the veteran teacher will be more motivated and satisfied with a good pension plan than the inexperienced teacher.

External Environment

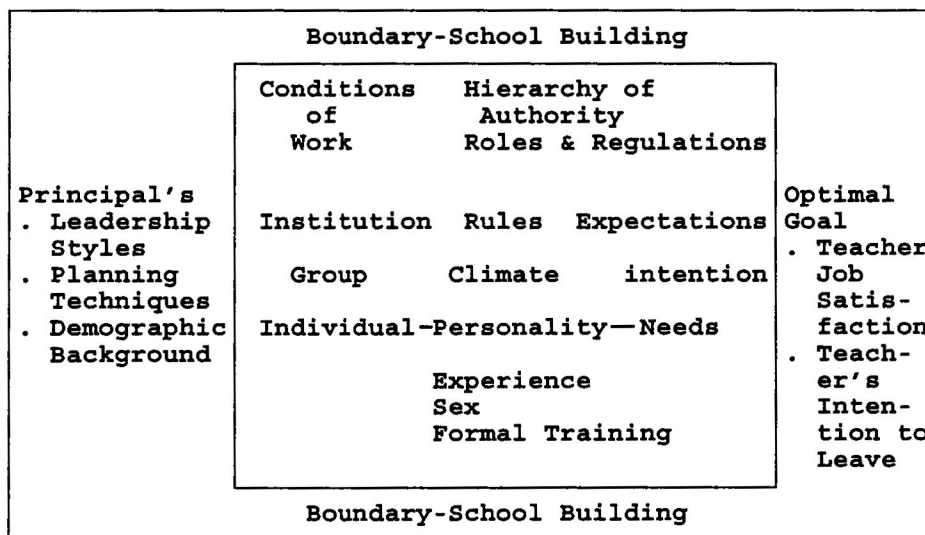


Fig. 3. Application of Variables to Getzel and Guba's Social Systems Model.

Hypotheses

The hypotheses that were tested for this study are as follows:

1. There is no significant relationship between principal's leadership style and teacher morale.
2. There is no significant relationship between conditions of work and teacher morale.
3. There is no significant relationship between principal's planning techniques and teacher morale.
4. There is no significant relationship and no significant difference between demographic background of sex, educational level, experience, degree of urbanization and teacher morale.
5. There is no significant relationship between principal's leadership style and job satisfaction.
6. There is no significant relationship between principal's planning techniques and job satisfaction.
7. There is no significant relationship and significant difference between demographic background of sex, educational level, experience, degree of urbanization and job satisfaction.
8. There is no significant relationship between principal's leadership style and teacher's perceived intention to leave.

9. There is no significant relationship between conditions of work and teacher's intention to leave.
10. There is no significant relationship between principal's planning techniques and teacher's intention to leave.
11. There is no significant relationship and no significant difference between demographic background of sex, educational level, experience, degree or urbanization and teacher's intention to leave.

Limitations

In any study, there are some limitations. This study is no exception.

Moreover, this study has the following limitations:

1. This research will only address the teachers of the Southwest Province of the Republic of Cameroon.
2. Only the public secondary school teachers will be used for this study.
3. The results from this study will not be generalized to fit the larger population.

Summary

This chapter provided the theoretical framework as the basis for this study, described the variables that were used, presented the relationships among the variables, the null hypotheses that were tested in the study and the limitations were

stated. With this background information, it is possible to examine the research methodology and procedures used in chapter 4.

CHAPTER IV

METHODS AND PROCEDURES

This chapter will be concerned with the methodology of the study. Presented in this chapter are the research design, the description of the population along with the sampling procedure, the instrument utilized in data collection procedures, and a discussion of data analysis procedures.

Research Design

This study was concerned with obtaining the responses of teachers regarding their feelings and opinions about principal's leadership style, principal's planning techniques, conditions of work in their respective schools, and their demographic background to determine if a relationship exists between the aforementioned variables and teacher's intention to leave.

A survey research method was employed as an appropriate technique for data collection. This method was suitable because it permitted the investigator to combine other methods such as description, analysis and exploration in this study. In addition, the method was suitable in that it involves some comparisons or contrasts and attempts to discover relationships between existing non-manipulated variables (Best 1986).

The questionnaire was designed such that the anonymity of the subjects were protected especially as the study was carried out in a school environment where teachers are giving sensitive opinions about school administrators.

Population

The population for this study comprised all the thirty-two public secondary schools in the Southwest Province. The total number of teachers that existed during the scholastic year of 1993-94 were 848.

Description of the Instrument

The instrument for collecting data was a questionnaire. The questionnaire was developed by the researcher, in consultation with Ganga Persaud and two other experts because of their unique backgrounds. This was important because this study was carried out in an environment where no such study has been done. The same team of experts checked for accuracy, clarity, and judged the face validity with regard to items used and were suitable to measure the variables as they were defined.

The questionnaire contained seven sections.

Section A-B contained questionnaire items 1-8 which related to teacher's intention to leave school or the profession; Section C contained questionnaire items 9-15 which related to teacher morale; Section D contained questionnaire items 16-26 which related to conditions of work; Section E-F contained questionnaire items

27-47 which related to principal's leadership style; Section G contained questionnaire items 48-56 which also related to principal's planning techniques; Section H-J contained questionnaire items 57-82 which could be dropped or retained to secure additional information relevant to the study; and Section K contained questionnaire items 83-92 which related to demographic variables.

The subjects responded to the Questionnaire using a five-point Likert-type scale. Responses to favorable items were given the following scale scores:

5 = Strongly Agree

4 = Agree

3 = Neutral (neither agree nor disagree)

2 = Disagree

1 = Strongly Disagree

Whereas, for unfavorable or negative items, the scoring system was reversed (i.e., 5 = 1, 4 = 2, 3 = 3, 2 = 4, and 1 = 5).

Data Collection Procedures

On May 8, 1993, the questionnaires were put in a package, and sent to the responsible contact in Cameroon, who delivered and administered the questionnaires. A total of 250 surveys were sent. Teachers were assured of complete anonymity and confidentiality in the cover letter (Appendix D). Six weeks later, 194 usable questionnaires were delivered to the researcher.

Statistical Applications

A descriptive correlational design was used to analyze the relationships between independent and dependent variables that are highly related. The statistical treatments utilized consisted of methods and procedures provided by the SPSS software used to assure accuracy of analysis. These computational procedures were performed to establish whether or not certain relationships exist between the variables.

Summary

The chapter presented the research design used in this study, described the population, then gave a description of the instrument, data collection procedures, statistical applications and explained the methods that were used in this study.

CHAPTER V

ANALYSIS OF THE DATA

The purpose of this study was to examine factors influencing teacher's intention to leave teaching in the Southwest Province of the Republic of Cameroon. Furthermore, it presented the data in the hope of using the results to prove or disapprove the hypotheses that were generated to guide the study, and make interpretations and conclusions from the analysis. Each hypothesis was tested from the data shown in the correlation matrix which appears in Appendix B. Two kinds of statistical analyses were performed. The first, a Pearson Correlation was used to show relationships among the variables, and analysis of variance to show differences among the variables.

Presentation of Data

The subjects in the sample are shown in table 3, where $N=194$; the number of male and female subjects and their percentage; those missing and their percentage in relation to the sample.

TABLE 3
SUBJECTS IN THE SAMPLE

Characteristics	N	%
Gender		
Male	107	55.2
Female	78	40.2
Missing	9	4.6

The teacher's intention to leave variables of interest were constructed from items on the Questionnaire. The Teacher's Intention To Leave Scale was created by reversing items 2 to 8 and then summing the scores of the items (2-8) and dividing the summed values by 8 (the number of items in this scale). A scale score of 1 indicated strongly disagree, while a scale score of 5 indicated strongly agree. As can be seen in table 4, the respondents and those they know are in agreement that they plan to leave the profession. Insofar as those trying not to leave that particular school, the respondents are less certain (items 3, 7).

Overall, the scale score mean for this variable (Teacher's Intention to Leave) is 3.19 in the uncertain range and the standard deviation is .53.

TABLE 4

MEANS AND STANDARD DEVIATION OF ITEMS THAT MAKE UP
VARIABLE OF TEACHERS' EXPRESSED
REASONS FOR LEAVING

Variable	Mean	S.D.
1. Likely to be a teacher all my life	4.02	1.00
2. I am not likely to leave a soon as possible	3.73	1.08
3. I am not likely to leave this school	2.12	1.14
4. I am not likely to find another job	3.29	1.30
5. I was not absent at least 10 or more times	3.26	1.33
6. I do not know others absent 10 times	2.90	1.115
7. I do not know other who would leave school	2.64	1.15
8. I do not know others who would leave profession	3.49	1.23
Scale	3.19	.53

Teacher's morale variables of interest were constructed from items on the Questionnaire. The Teacher's Morale scale was created by summing the scores of (items 9-15) and dividing the summed values by 7 (the number of items in this scale). A scale score of 1 indicated strongly disagree, while a scale score of 5 indicated strongly agree. As can be seen in table 5, the respondents are in

agreement that morale is high. Overall, the scale score mean for this variable (Teacher's Morale) is 3.45 and the standard deviation is .75.

TABLE 5
MEANS AND STANDARD DEVIATION OF TEACHER'S MORALE

Variable	Mean	S.D.
9. I am proud of the work of teachers	3.73	1.01
10. I am proud of the work of principal	3.66	1.19
11. I am proud of the efforts of students	3.33	1.03
12. Parents respect and value teachers	3.52	1.15
13. A total sense of togetherness among teachers	3.26	1.03
14. Students appreciate teachers	3.44	1.01
15. Teachers have a high trust for the administrators	3.21	1.09
Scale	3.45	.75

Conditions of work variables of interest were constructed from items on the Questionnaire. This scale was created by summing the scores of (items 16-26) and dividing the summed values by 11 (the number of items in this scale). A scale score of 1 indicated strongly disagree, while a scale score of 5 indicated strongly agree. As can be seen in table 6, respondents are less certain that they are satisfied (items 16, 17, 19, 20, 21, 22, 25). Overall, the scale score mean for variable (conditions of work) is 3.16 and the standard deviation is .46.

TABLE 6

MEANS AND STANDARD DEVIATION OF CONDITIONS OF WORK

Variable	Mean	S.D.
16. Salary is adequate in relation to my qualifications and experience.	1.85	1.03
17. Pension benefits are adequate.	1.97	.84
18. Teaching is a steady job.	3.63	1.07
19. Long holidays in teaching are adequate	3.99	.88
20. Break periods during one day are adequate	3.83	.87
21. The prestige of profession is adequate	3.02	1.10
22. My duties as a teacher are appropriate	3.37	1.07
23. Rules and procedures of the teaching profession are relevant	3.84	1.00
24. The principal supervises teachers appropriately	3.70	1.13
25. The administrators are all competent	2.17	1.25
26. Teachers work effectively with one another	3.38	1.05
Scale	3.16	.46

Principal's leadership style variables of interest were also constructed from items on the Questionnaire. This scale was created by summing the scores of (items 27-47), (items 38-42) were reversed and then dividing the summed values by 21 (the number of items in this scale). A scale score of 1 indicated strongly disagree, while a scale score of 5 indicated strongly agree. As can be seen in table 7, the respondents are in agreement that principal's leadership style is satisfactory. Insofar as the respondents being less certain about their satisfaction with principal's leadership style (items 38-42). Overall, the scale score mean for this variable (principal's leadership style) is 3.48 in the uncertain range and the standard deviation is .53.

TABLE 7

MEANS AND STANDARD DEVIATION OF PRINCIPAL'S
LEADERSHIP STYLE

Variable	Mean	S.D.
27. Principal helps me to distinguish myself as a teacher	3.63	1.10
28. Principal helps me make a difference in the performance of my students	3.61	1.13
29. Principal helps me gain recognition for my teaching	3.57	1.06
30. Principal provides me with the responsibility for making decisions	2.73	1.35
31. Principal makes work for me varied and interesting	3.33	1.13
32. Principal provides conditions for me to use all my special abilities	3.43	1.20
33. Principal allows me to use methods with which I am comfortable	3.51	1.18
34. Principal provides opportunity for advancement	2.91	1.26
35. Principal provides opportunities for me to grow and develop new skills	3.42	1.00

TABLE 7--Cont'd.

Variable	Mean	S.D.
36. Principal shows teachers the easy way to implement the rules and regulations of the ministry of education	3.99	1.02
37. Principal takes teacher's side when dealing with a higher authority	3.78	1.10
38. Principal is not very strict in following the rules and regulations of the Ministry of Education	1.90	1.01
39. Principal is not quick to document or log teachers for not following rules and directions	3.60	1.21
40. Principal does not bring in education officers when he sees problems with teachers	4.01	1.00
41. Principal is not quick to blame others for problems rather than finding out why	3.72	1.10
42. Principal makes decisions and does not ask teachers' input	3.29	1.24
43. Principal makes adjustments to decisions as a means of getting teachers acceptance	3.82	1.04

TABLE 7--Cont'd.

Variable	Mean	S.D.
44. Principal listens to teachers' views make decisions his/her own way	3.46	1.07
45. Principal presents his views about problems, but uses teachers' ideas to solve the problems	3.67	.93
46. Principal presents teachers' views about problems as well as their solutions	3.80	.95
47. Principal puts teachers on committees and lets them decide what problems to solve and how to solve them	3.92	1.13
Scale	3.48	.53

Principal's planning techniques variables of interest were constructed from items on the Questionnaire. The principal's planning techniques scale was created by summing the scores of items 48-56 and dividing the summed values by 9 (the number of items in this scale). A scale score of 1 indicated strongly disagree, while a scale score of 5 indicated strongly agree. As can be seen in table 8, the respondents are in agreement that principal's planning techniques helps in achieving objectives. Overall the scale score mean for this variable (principal's planning techniques) is 3.71 and the standard deviation is .66.

TABLE 8

MEANS AND STANDARD DEVIATION OF PRINCIPAL'S
PLANNING TECHNIQUES

Variable	Mean	S.D.
48. Principal asks teachers to identify causes for not achieving objectives	4.03	.95
49. Principals for suggestions about alternative objectives	3.88	.89
50. Principal chooses objectives which are easy to implement	3.93	1.07
51. Principal prioritizes key causes of problems	3.28	.86
52. Principal designs alternative methods or programs to counteract key problems	3.56	.94
53. Principal estimates cost of time and resources for each alternative method	3.42	1.05
54. Principal chooses methods or strategies which the school can easily implement	3.98	1.01
55. Principal evaluates the implementation of plans	3.78	.92
56. Principal revises plans based on evaluation results	3.52	1.04
Scale	3.71	.66

Hypotheses one through four relate to teacher morale.

Hypothesis 1 states that there is no significant relationship between teacher morale and principal's leadership style. In table 9, the correlation between teacher morale and principal's leadership style is high ($r = .71$, $p < .01$). This indicates that the relationship is statistically significant. Therefore, hypothesis 1 is rejected, indicating that there is a significant positive relationship between teacher morale and principal's leadership style.

Hypothesis 2 states that there is no significant relationship between teacher morale and conditions of work. The correlation coefficient for this relationship is .57, ($p < .01$), indicating that the relationship is statistically significant but moderate. The null hypothesis is therefore rejected, indicating that there is a significant positive relationship between teacher morale and conditions of work.

Hypothesis 3 states that there is no significant relationship between teacher morale and principal's planning techniques. Table 9 indicates that the correlation of the variable is high ($r = .71$, $p < .01$) indicating that the relationship is statistically significant, and a p value of .05 or less in a correlation analysis indicates that the relationship between two variables of interest is stable and reliable. The interpretation of the r value is subjective, but statistically a null hypothesis is rejected if the p value is less than .05.

In social sciences the interpretation of a correlation coefficient is somewhat subjective. The interpretation is based on previous research in the area of interest.

The "Rule of Thumb" is $r = 0.0 - .20$ is low to nothing; $.21 - .40$ is low; $.41 - .60$ or $.65$ is moderate; over $.60$ or so is high.

Hypothesis 4 states that there is no significant relationship between teacher morale and demographic background. Table 9 indicates that there are significant low, negative correlations between teacher morale and experience and educational level. This indicates that the more experienced and educated respondents reported lower morale. Also, the ANOVA was used to show the differences in the demographic variables of degree of urbanization and sex. As shown in table 10, a significant difference among the communities exists. Rural respondents report higher or more positive responses on morale than those living in small or large towns. There is no difference between teacher morale and demographic variable of sex. The null hypothesis is therefore rejected.

TABLE 9

**CORRELATION OF TEACHER'S MORALE WITH OTHER
INDEPENDENT VARIABLES**

Variable	Mean	Standard Deviation	r
Morale	3.45	.75	--
Principal's Leadership Style	3.48	.53	.71*
Conditions of Work	3.16	.46	.57*
Principal's Planning Techniques	3.51	.66	.71*
Experience	2.50	1.60	-.27*
Educational Level	3.47	1.18	-.29*

The level of significance for the correlation was at .01 and $n = 194$.

TABLE 10

RESULTS OF ANOVA ON MORALE BY DEGREE OF
URBANIZATION AND SEX

Source	DF	SS	MS	F	Significance of F
<u>Degree of Urbanization</u>					
Between Groups	2	4.23	2.11	3.91	.02
Within Groups	190	102.83	.54		
Total	192	107.06			
<u>Sex</u>					
Between Groups	1	.04	.04	.07	.80
Within Groups	183	105.37	.58		
Total	184	05.41			

Hypotheses five through seven relate to job satisfaction. Results with regard to each hypothesis are shown in table 11.

Hypothesis 5 states that there is no significant relationship between job satisfaction and principal's leadership style. The correlation coefficient between job satisfaction and principal's leadership style is .48, ($p < .01$), indicating that

the relationship is statistically significant. The null hypothesis is rejected if the p value is less than .05. It indicates also that there is a significant positive relationship between job satisfaction and principal's leadership style.

Hypothesis 6 states that there is no significant relationship between job satisfaction and principal's planning techniques. The correlation coefficient is .48, ($p < .01$) indicating that the relationship between these two variables of interest is significant. The null hypothesis is rejected.

Hypothesis 7 states that there is no significant relationship between job satisfaction and demographic background. Table 11 indicates that there are no statistically significant correlations between job satisfaction and experience and job satisfaction and educational level. When looking at the analyses of variance for the two demographic variables of degree of urbanization and sex, there are also no differences. Therefore, hypothesis 7 is not rejected. There are no significant relationships between job satisfaction and the demographic variables.

TABLE 11

**CORRELATION OF TEACHER'S JOB SATISFACTION
WITH OTHER INDEPENDENT VARIABLES**

Variable	Mean	Standard Deviation	Correlation of r
Conditions of Work	3.16	.46	
Principal's Leadership Style	3.48	.53	.48*
Principal's Planning Technique	3.51	.66	.48*
Experience	2.50	1.60	-.12
Educational Level	3.47	1.18	-.13

The level of significance for the study was $p < .05$ or $.01$, $n = 194$.

An analysis of variance on respondents' of job satisfaction as it relates to demographic background. The next test dealt with ANOVA to show the differences in the demographic variable of degree of urbanization and sex.

TABLE 12

RESULTS OF ANOVA OF JOB SATISFACTION BY
DEGREE OF URBANIZATION AND SEX

Source	DF	SS	MS	F	Significance of F
<u>Degree of Urbanization</u>					
Between Groups	2	.18	.09	.41	.66
Within Groups	190	40.65	.21		
Total	192	40.83			
<u>Sex</u>					
Between Groups	1	.58	.58	2.70	.10
Within Groups	183	39.10	.21		
Total	184	39.68			

Hypothesis eight through eleven relate to teacher's intention to leave.

Hypothesis 8 states that there is no significant relationship between teacher's intention to leave and principal's leadership style. In table 13, the correlation between teacher's intention to leave and principal's leadership style is .25 ($p < .01$). The relationship is statistically significant. A p value of .01 or less in a

correlation analysis indicates that the relationship between two variables of interest is stable and reliable. The interpretation of the r value is subjective, but statistically a null hypothesis is rejected if the p value is less than .05, we therefore reject the hypothesis on statistical grounds.

Hypothesis 9 states that there is no significant relationship between conditions of work and teacher's intention to leave. The correlation between teacher's intention to leave and conditions of work is .31 ($p < .01$). The relationship is statistically significant. A p value of .01 indicates that the relationship between two variables of interest is stable and reliable. The interpretation of the r value is, however, subjective. The null hypothesis is statistically rejected if the p value is less than .05. We therefore reject the hypothesis on statistical grounds.

Hypothesis 10 states that there is no significant relationship between teacher's intention to leave and principal's planning techniques. The correlation between teacher's intention to leave and principal's planning techniques is .16 ($p < .01$). The relationship is statistically significant. Hypothesis 10 was rejected.

Hypothesis 11 states that there is no significant relationship between teacher's intention to leave and demographic background. Table 13 indicates that the relationship is statistically significant between teacher's intention to leave and experience and educational level. This indicates that the more experienced and educated respondents reported less intention to leave. However, as shown in table

14, there is no difference among respondents on degree of urbanization or sex when considering teacher's intention to leave. Hypothesis 11 was not rejected.

TABLE 13
CORRELATION OF TEACHER'S INTENTION TO LEAVE
WITH OTHER INDEPENDENT VARIABLES

Variable	Mean	Standard Deviation	Correlation of v
Reasons for Leaving Teaching	3.19	.58	--
Conditions of Work	3.48	.53	.25**
Principal's Leadership Style	3.16	.46	.31**
Principal's Planning Technique	3.51	.66	.16**
Experience	2.50	1.60	.04
Educational Level	3.47	1.18	.07

The level of significance for the study was at (* .05) (** .01) N = 194.

TABLE 14

**RESULTS OF ANOVA ON TEACHER'S INTENTION TO LEAVE
BY DEGREE OF URBANIZATION AND SEX**

Source	DF	SS	MS	F	Significance of F
<u>Degree of Urbanization</u>					
Between Groups	2	1.21	.60	1.86	.16
Within Groups	190	61.76	.33		
Total	192	62.97			
<u>Sex</u>					
Between Groups	1	.16	.16	.48	.49
Within Groups	183	60.94	.33		
Total	184	61.10			

Summary

The purpose of this study was to examine factors influencing teacher's intention to leave teaching. This chapter presented the results of the analysis of data that examined the variables, gave data that were examined in light of the

hypotheses generated in chapter 3. Information obtained from the chapter was used as a basis for the discussion of the next chapter.

CHAPTER VI

FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Introduction

The study was designed to determine the relation between principal's leadership style, conditions of work, principal's planning techniques, demographic background and teacher morale, teacher intention to leave and job satisfaction among public secondary school teachers in the Southwest Province of the Republic of Cameroon. This chapter summarizes the research findings, and it concludes this study by highlighting the areas of interrelatedness of the variables of interest.

The literature reviewed from the other variables chosen from other studies offered sufficient knowledge base. The study showed that a direct correlation existed between the independent and dependent variables.

Findings

In discussing this study, it was important to refer to the hypotheses that were generated to test this study and to see the extent at which the variables were correlated.

Null Hypothesis 1: There is no significant relationship between principal's relationship style and teacher morale.

Null hypothesis one is rejected at the .05 level of significance, which indicates that there is a significant (positive) relationship between principal's leadership style and teacher morale.

Null Hypothesis 2: There is no significant relationship between conditions of work and teacher morale.

Null hypothesis two is rejected at the .05 level of significance, which indicates that there is a significant positive relationship between conditions of work and teacher morale.

Null Hypothesis 3: There is no significant relationship between principal's planning techniques and teacher morale.

Null hypothesis three is rejected at the .05 level of significance, which indicates that there is a significant relationship between principal's planning techniques and teacher morale.

Null Hypothesis 4: There is no significant relationship between demographic background and teacher morale.

Null hypothesis four is rejected at the .05 level of significance, which indicates that there is a significant relationship between demographic background of

experience and educational level and teacher morale.

Null Hypothesis 5: There is no significant relationship between principal's leadership style and job satisfaction.

Null hypothesis five is rejected at the .05 level of significance, which indicates that there is a significant positive relationship between principal's leadership style and job satisfaction.

Null Hypothesis 6: There is no significant relationship between principal's planning techniques and job satisfaction.

Null hypothesis six is rejected at the .05 level of significance, which indicates that there is a significant but moderate relationship between principal's planning techniques and job satisfaction.

Null Hypothesis 7: There is no significant relationship between demographic background and job satisfaction.

Null hypothesis seven is not rejected, which indicates that there is no statistically significant relationship between demographic background of experience and educational level and job satisfaction.

Null Hypothesis 8: There is no significant relationship between principal's leadership style and teacher's intention to leave.

Null hypothesis eight is rejected at the .05 level of significance, which indicates

that there is a statistically significant, but low relationship between principal's leadership style and teacher's intention to leave.

Null Hypothesis 9: There is no significant relationship between conditions of work and teacher's intention to leave.

Null hypothesis nine is rejected at the .05 level of significance, which indicates that there is a statistically significant, but low relationship between conditions of work and teacher's intention to leave.

Null Hypothesis 10: There is no significant relationship between principal's planning techniques and teacher's intention to leave.

Null hypothesis 10 is rejected at the .05 level of significance, which indicates that there is a statistically significant, but minor relationship between principal's planning techniques and teacher's intention to leave.

Null Hypothesis 11: There is no significant relationship between demographic background and teacher's intention to leave.

Null hypothesis eleven is not rejected at the .05 level of significance, which indicates that there is a statistically significant, but low relationship between experience and educational level and teacher's intention to leave.

Conclusions

Several conclusions can be drawn from this study which was designed to explain teacher's intention to leave in the Southwest Province using selected variables. The results of the data analyses demonstrates that significant correlations exist.

Hypothesis one stated that there was no significant relationship between principal's leadership style and teacher morale among public secondary school teachers in the Southwest Province. This concept was then translated into opinions of the subjects in the sample. Variable one however highlighted the concept. According to the statistical analyses, there were significant relationships between principal's leadership style and teacher's morale. Respondents were in agreement that morale was high.

Hypothesis two stated that there was no significant relationship between conditions of work and teacher morale. This was also translated into the opinions of the respondents. Interestingly, there was disagreement among teachers and they were less certain with regard to being satisfied with the conditions of work variable. The relationship was significant.

The third hypothesis stated that there was no significant relationship between principal's planning techniques and teacher morale. This hypothesis sought to see if teachers' inputs in the planning process can help achieve the school's objectives.

There was also total agreement among respondents. The relationship was significant.

The fourth hypothesis stated that there was no significant relationship between demographic background and teacher morale. There were significant and negative correlations between teacher morale and experience and educational level. This indicated that the more experienced and educated teachers reported low morale. There were significant differences among teachers in the location of their schools. Teachers in rural areas were more positive on morale than those living in small or large towns.

The fifth hypothesis stated that there was no significant relationship between principal's leadership style and job satisfaction. From this concept, the opinion sought indicated a significant relationship.

The sixth hypothesis stated that there was no significant relationship between principal's planning techniques and job satisfaction. The relationship was significant.

The seventh hypothesis stated that there was no significant relationship between demographic background and job satisfaction. There was a significant relationship.

The eighth hypothesis stated that there was no significant relationship between principal's leadership style and teacher's intention to leave. There was

considerable agreement among teachers. The relationship was significant.

The ninth hypothesis stated that there was no significant relationship between conditions of work and teacher's intention to leave. When the concept was translated to seek opinions of teachers the results indicated that a significant relationship existed.

The tenth hypothesis stated that there was no significant relationship between principal's planning techniques and teacher's intention to leave. It is interesting to know also that there was a significant relationship.

Lastly, the eleventh hypothesis stated that there was no significant relationship between demographic background and teacher's intention to leave. There was a significant relationship. The more experienced and educated teachers reported less intention to leave.

Implications

Public secondary school teachers in the Southwest Province are the heart of any education enterprise. Teachers also make up the manpower pool from which public servants are tapped. This implies that the opinions of teachers can be used by school administrators and policymakers in formulating policy issues to attract and retain teachers. Those aspects of the job that influence teacher satisfaction and motivation must be considered when developing school improvement policies.

Another notable opinion was that the more educated and experienced

teachers report low morale in schools that were located in small or large town. This implies also that cost of living in the more urbanized communities is something that can be a trend to consider when making policy issues that affect teacher's work place.

The views and opinions of teachers randomly selected for this study can be seen as a radar on the screen. This implies that a dissatisfied teaching force will create teacher turnover rate which can be recurring events especially in a developing nation like Cameroon. This trend, if not checked or managed, can be costly and disruptive to the business of education.

Relationship studies do not always indicate cause and effect. This study examined selected variables excluding such variables as salary which is a predictor of teacher job satisfaction in other studies that have been done (Young 1989). This implies that the views expressed by teachers in conditions of work failed to seek that of salary which is an important factor for job satisfaction and motivation for a developing country like Cameroon.

Recommendations

Based on the findings, the following recommendations are suggested:

1. It is recommended that public secondary school teachers be involved
in the policy-making processes, especially those decisions that affect them directly and are related to their work at all levels.

2. It is also recommended that a policy of salary differential be established according to geographic locations of the school where the teachers teach to reflect cost of living adjustments.
3. It is recommended that policy-makers and school administrators establish a mechanism whereby teachers are recognized in society and accorded the same respect that is given to their counterparts in the public service.
4. It is recommended that in order not to generalize the findings of this study, similar studies be conducted at other provinces or the same study should be conducted using elementary school teachers in the Southwest Province.
5. It is recommended that further research should investigate causal association between the variables explored in this study.

APPENDICES

Appendix A

Clark Atlanta University School of Education
Department of Educational Leadership

May, 3, 1993

Dear teacher and colleague,

My name is Michael Agbor, and I am a citizen of the Cameroon. I was born in Ewelle, Manyu Division, in the South West Province. I was also a teacher in the Cameroon. Currently, I am a Doctoral student at Clark Atlanta University, Atlanta, Georgia, U.S.A.

I am in need of your kind assistance in completing the enclosed questionnaire, and I am requesting you to take a few minutes off your busy schedule to read and check the items. The questionnaire asks you for your feelings about teacher work environment. There is no right or wrong answer. It is a matter of how you feel about each item. Please, select whether you agree or disagree, according to how you feel about what is happening.

I apologize for the length of the questionnaire. I need the data to write my Doctoral Dissertation, and I am hoping you will sympathize with a fellow citizen and cooperate in completing and returning the questionnaire by bearer.

I assure you that the information you provide will be used for research purposes, and the respondent will not be identified. To ensure this, please do not write your name or identify yourself or school in any way.

Thank you in advance.

Yours Sincerely,



Michael Agbor

Appendix B

TEACHER OPINION ABOUT THEIR WORK ENVIRONMENT QUESTIONNAIRE

INSTRUCTIONS: There is no right or wrong answer, just state how you feel about each item. Please select your opinion on the following scale.

SA = Strongly Agree A = Agree U = Uncertain D = Disagree SD = Strongly Disagree

A. I feel I am likely to

(Circle one response.)

- | | | | | | |
|---|----|---|---|---|----|
| 1. be a teacher all my life. | SA | A | U | D | SD |
| 2. leave the teaching profession as soon as possible. | SA | A | U | D | SD |
| 3. leave this school if given a chance. | SA | A | U | D | SD |
| 4. find another job whenever possible. | SA | A | U | D | SD |

B. To be frank, I would say that I

- | | | | | | |
|---|----|---|---|---|----|
| 5. was absent at least ten or more times this year. | SA | A | U | D | SD |
| 6. know other teachers who were absent ten times or more. | SA | A | U | D | SD |
| 7. know of teachers who said they would leave this school, if given a chance. | SA | A | U | D | SD |
| 8. know of teachers who said they would leave the profession. | SA | A | U | D | SD |

C. As a teacher in this school I feel

- | | | | | | |
|--|----|---|---|---|----|
| 9. proud of the work of teachers. | SA | A | U | D | SD |
| 10. proud of the work of the principal. | SA | A | U | D | SD |
| 11. proud of the efforts of students. | SA | A | U | D | SD |
| 12. parents respect and value teachers. | SA | A | U | D | SD |
| 13. a total sense of togetherness among teachers. | SA | A | U | D | SD |
| 14. students appreciate teachers. | SA | A | U | D | SD |
| 15. teachers have a high trust for the administrators. | SA | A | U | D | SD |

D. As a teacher in this school, I am highly satisfied that

16. salary is adequate in relation to my qualifications and experience.	SA	A	U	D	SD
17. pension benefits are adequate.	SA	A	U	D	SD
18. teaching is a steady job.	SA	A	U	D	SD
19. long holidays in teaching are adequate.	SA	A	U	D	SD
20. break-periods during the day are adequate.	SA	A	U	D	SD
21. the prestige of my profession is adequate.	SA	A	U	D	SD
22. my duties as a teacher are appropriate.	SA	A	U	D	SD
23. rules and procedures of the teaching profession are relevant.	SA	A	U	D	SD
24. the principal supervises teachers appropriately.	SA	A	U	D	SD
25. the administrators are all competent.	SA	A	U	D	SD
26. teachers work effectively with one another.	SA	A	U	D	SD

E. As a teacher I am highly satisfied with the way the

27. principal helps me to distinguish myself as a teacher.	SA	A	U	D	SD
28. principal helps me to make a difference in the performance of my students.	SA	A	U	D	SD
29. principal helps me to gain recognition for my teaching.	SA	A	U	D	SD
30. principal provides me with the responsibility for making decisions.	SA	A	U	D	SD
31. principal makes work for me varied and interesting.	SA	A	U	D	SD
32. principal provides conditions for me to use all my special abilities.	SA	A	U	D	SD
33. principal allows me to use methods with which I am comfortable.	SA	A	U	D	SD
34. principal provides opportunities for my advancement.	SA	A	U	D	SD
35. principal provides opportunities for me to grow and develop new skills.	SA	A	U	D	SD

F. The principal

36. shows teachers the easy way to implement the rules and regulations of the ministry of education.	SA	A	U	D	SD
37. takes teachers' side when dealing with a higher authority.	SA	A	U	D	SD
38. is very strict in following the rules and regulations of the ministry of education.	SA	A	U	D	SD
39. is quick to document or log teachers for not following rules and directions.	SA	A	U	D	SD
40. brings in the education officer when he sees problems with teachers.	SA	A	U	D	SD
41. is quick to blame others for problems rather than finding out why.	SA	A	U	D	SD
42. makes the decisions and asks teachers to comply.	SA	A	U	D	SD
43. makes adjustments to decisions as a means of getting teachers acceptance.	SA	A	U	D	SD
44. listens to teachers views but makes decisions his/her way.	SA	A	U	D	SD
45. presents his views about problems, but uses teachers' ideas to solve the problems.	SA	A	U	D	SD
46. accepts teachers' views about problems as well as their solutions.	SA	A	U	D	SD
47. puts teachers in committees and lets them decide what problems to solve and how to solve them.	SA	A	U	D	SD

G. At faculty meetings or in committees, the principal

48. asks teachers to identify causes for not achieving objectives.	SA	A	U	D	SD
49. asks for suggestions about alternative objectives.	SA	A	U	D	SD
50. chooses objectives which are easy to implement.	SA	A	U	D	SD
51. prioritizes key causes of problems.	SA	A	U	D	SD

52. designs alternative methods or programs to counteract key causes of problems.	SA	A	U	D	SD
53. estimates cost of time and resources for each alternative method.	SA	A	U	D	SD
54. chooses methods or strategies which the school can easily implement.	SA	A	U	D	SD
55. evaluates the implementation of plans.	SA	A	U	D	SD
56. revises plans based on evaluation results.	SA	A	U	D	SD

H. The principal in the supervision of teaching

57. has an overall strategy for teaching and curriculum improvement.	SA	A	U	D	SD
58. asks teachers to make a list of students with low grades.	SA	A	U	D	SD
59. asks teachers to find out the causes of each student failure.	SA	A	U	D	SD
60. helps teachers to identify the learning styles of low achievers.	SA	A	U	D	SD
61. shows teachers how to match their teaching styles to student learning styles.	SA	A	U	D	SD
62. asks teachers to change the curriculum to improve student achievement.	SA	A	U	D	SD
63. asks teachers to develop teaching methods for counteracting causes of students' failure.	SA	A	U	D	SD
64. tells teachers about new curriculum strategies he/she has read about.	SA	A	U	D	SD
65. facilitates teachers' creativity in teaching.	SA	A	U	D	SD
66. facilitates students' creativity.	SA	A	U	D	SD
67. organizes workshops on curriculum and methodologies.	SA	A	U	D	SD

I. Generally speaking I feel

68. students are highly capable of solving problems through their own reasoning.	SA	A	U	D	SD
69. students should be free to question a teacher's opinion in class.	SA	A	U	D	SD

- | | | | | | |
|--|----|---|---|---|----|
| 70. students should learn to follow strict rules rather than to learn how to make rules. | SA | A | U | D | SD |
| 71. students can be trusted to work cooperatively without supervision. | SA | A | U | D | SD |
| 72. students can be trusted to choose between right and wrong. | SA | A | U | D | SD |
| 73. students who misbehave should be severely punished. | SA | A | U | S | SD |
| 74. students are capable of making judgments about what methods enable them to learn. | SA | A | U | D | SD |
| 75. criticism of students' poor effort can motivate them to learn. | SA | A | U | D | SD |
| 76. teachers should change their teaching methods based on student opinions. | SA | A | U | D | SD |

J. In my class or classes, students who were

- | | | | | | |
|---|----|---|---|---|----|
| 77. "F" or "D" grade students are now earning "C" or better grades. | SA | A | U | D | SD |
| 78. "C" grade students are now earning "B" or better grades. | SA | A | U | D | SD |
| 79. "B" grade students have improved to "A" grades. | SA | A | U | D | SD |
| 80. "A" grade students have maintained their high grades. | SA | A | U | D | SD |
| 81. misbehaving students are well-behaved now. | SA | A | U | D | SD |
| 82. well-behaving students are giving problems now. | SA | A | U | D | SD |

K. Please complete the following demographic items: (Check one response for each item.)

83. Sex: Male _____ Female _____

84. Number of Years in this school:

1-2 _____ 3-5 _____ 6-8 _____ 9-11 _____ 12+ _____

85. Number of Years teaching experience:

1-2 _____ 3-5 _____ 6-8 _____ 9-11 _____ 12+ _____

86. Highest educational level (Check your highest one.)

Teachers College: Class I _____ or Class II _____

Bachelors _____ Dip. Ed. _____ Masters _____

87. School Type (Check one.): Secondary _____ elementary _____

88. Grade Level Teaching:

Check Standard: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

or

Check Form: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____

89. Number of students in school (Specify.) _____

90. Number of students in my class (Specify.) _____ or Average size of classes _____

91. My school is in: Rural area _____ Small Town _____ Large Town _____ Very Large Town or city _____

92. What percentage of students in your class would you say is poor? Select one:

25% or less _____ 26-50% _____ 51-75% _____ 76-100%

Appendix C

SUMMARY OF THE CORRELATIONS FOR THE MAIN HYPOTHESES

	Teacher's Intention to Leave	Morale	Conditions of Work	Principal's Leadership Style	Principal's Planning Techniques
Teacher's Intention to Leave	X				
Morale	.30	X			
Conditions of Work	.31	.57	X		
Principal's Leadership Style	.25	.71	.48	X	
Principal's Planning Techniques	.16	.71	.48		X

All are significant at $p < .05$ or less, $N = 194$.

BIBLIOGRAPHY

- Abdou, Moumouni. Education in Africa. New York: F. A. Praeger, 1968.
- Abu, Saad I. "Organizational Climate and Teachers' Job Satisfaction in the Bedouin Elementary Schools of the Negev in Southern Israel." Dissertation Abstract International A 50/09. University of Minnesota, 1989.
- Adamu, Ndamntoya. Cameroon Education Today, 1986.
- Annual Report of Provincial Delegation of National Education. Southwest Province, Buea, 1991.
- Benit, Douglas A. "The Relationship Between Principal Leadership Style and Teacher Job Satisfaction." Dissertation Abstract International A 53/03. Wayne State University, 1991.
- Best, John W., and James V. Kahn. Research in Education. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.
- Chapman, D. W. "A Model of the Influences on Teacher Retention." Journal of Teacher Education 34 (1983): 43-49.
- Civil Cabinet Presidency of the Republic, 1990.
- Clement, Nancy S. "A Developmental Study of the Variables of Teacher Job Satisfaction (Adult Development Theory)." Dissertation Abstract International A 53/02. University of La Verne, 1992.
- Coates, Barbara R. "The Effect of Shared-Decision-Making on Teacher Job Satisfaction and Teacher Professionalism." Dissertation Abstract International A 53/02. United States International University, 1989.
- Conley et al. "The School Work Environment and Teacher Career Dissatisfaction." Educational Administration Quarterly 25 (February 1989): 58-81.

Cunningham, William. Systematic Planning for Change. Palo Alto, CA: Mayfield Publishing Co., 1982.

Everett, Gordon Lawrence. "Teacher Attitudinal Commitment: A Function of the School, the Teacher, and the Principal's Leadership." (Commitment) Dissertation Abstract International AAC 9203556 Proquest. University of California, 1991.

Frick, Joseph K. "Factors Related to Rural Teachers' Satisfaction with Teaching, Career Longevity, and Desire to Remain in Teaching." Dissertation Abstract International 50/11A. The University of North Carolina at Chapel Hill 1989.

Giamo, Grace E. "Job Satisfaction of Mentor Teachers." Dissertation Abstract International A 49/12. University of La Verne, 1989.

Government Document Sixth Plan, 1993.

Greaves, Dianne Ellean. "A Study of the Relationship Between Perceived Organizational Climate and Reported Job Satisfaction for Secondary Public School Teachers in Five Midwestern High Schools." Dissertation Abstract International A 52/10. Indiana University, 1991.

Haezebrouck, Jon C. "The Effects of School Size and Leadership Style on Teacher Job Satisfaction." Dissertation Abstract International A 50/08. Western Michigan University, 1990.

Herzberg et al. The Motivation to Work. New York: Wiley, 1959.

Herzberg, F., B. Mausner, R. Peterson, and D. Capwell. Job Attitudes: Review of Research and Opinion. Pittsburgh: Psychological Services of Pittsburgh, 1967.

House, Naomi Geraldine. "An Investigation of the Retention in Teaching and the Job Satisfaction of Recognized High Quality Teachers." Dissertation Abstract International A 49/09. The University of North Carolina at Chapel Hill, 1989.

Kaufman, R. Planning Educational Systems. Lancaster, PA: Technomic Publishing Co., 1988.

- Kuhns, Alice P. "A Study of the Relationship Between a Participatory Management Model and Selected Variables." Dissertation Abstract International 47. Virginia Polytechnic and State University, 1954A.
- Lee, You-Kyung Han. "The Impact of Teacher Salary Upon Attraction and Retention of Individuals in Teaching: Evidence from the National Study of the High School Class of 1972 (Career Choice, Teacher Retention)." Dissertation Abstract International A 52/10. The University of Wisconsin-Madison, 1991.
- Linker, Lois T. "An Analysis of Factors Related to Teacher Attrition (Job Climate)." Dissertation Abstract International A 53/06. Florida Atlantic University, 1992.
- Long, Timothy D. "Hierarchy of Job Wants as Perceived by Teachers and Significant Others in Selected United States School Districts (Job Satisfaction)." Dissertation Abstract International A 52/12. Ball State University, 1991.
- Madsen, K. B. Modern Theories of Motivation: A Comparative Metascientific Study. New York: John Wiley and Sons, 1974.
- Maslow, Abraham H. Motivation and Personality. New York: Harper & Row Publishers, 1970.
- McLaughlin, M. W. and S. M. Yee. "School as a Place to Have a Career." In New York: Teacher College Press. Edited by A. Lieberman, 1988.
- Moore, B. M. "Individual Difference and Satisfaction with Teaching." Paper presented at the Annual Meeting of the American Educational Research Association, 1987.
- Muffs, Michael Lee. "Relationships Among Autonomy, Job Satisfaction, and the Intention to Leave Teaching: A Study of Elementary Classroom Teachers." Dissertation Abstract International A 49/09. University of Massachusetts, 1989.
- Ozumba, Amos E. "Administrative Leadership Styles and Teacher Job Satisfaction: A Study of Secondary School Teachers in Jordan." Dissertation Abstract International A 53/02. Texas Southern University, 1989.

- Persaud, Ganga. Persaud's Act-Alternative Choice Technique, 1987.
- Persaud, Ganga. "Systematic Instructional Supervision Questionnaire." Clarkton, GA: Research & Evaluation, Dekalb County School System.
- Rosenholtz, S. J. "Workplace Conditions that Affect Teacher Quality and Commitment: Implications for Teacher Induction Programs." The Elementary School Journal 89 (1989): 421-439.
- Rosenholtz, S. J., and C. Simpson. "Workplace Conditions and the Rise and Fall of Teachers' Commitment." Sociology of Education 63 (October 1990).
- Raisani, Rasul B. "A Study of Relationships of Organizational Climate and Teachers' and Schools' Selected Demographic Characteristics to Teacher Job Satisfaction as Perceived by the Teachers in Selected Michigan Public Secondary Schools." Dissertation Abstract International A 49/09. Michigan State University, 1988.
- Rivas, Eduardo R. "Application of Quality Circles in Junior High/Middle Schools: Job Satisfaction, Rapport Among Teachers, Community Support and Community Pressures (Participative Management)." Dissertation Abstract International A 51/02. University of Miami, 1990.
- Seyfarth, John T., and William A. Bost. "Teacher Turnover and the Quality of worklife in Schools: An Empirical Study." Journal of Research and Development in Education 40 (1), (1986): 1-6.
- Sergiovanni, T. J., and R. J. Starratt. "Supervision." Human Perspectives. 1984.
- Stelmachowich, Cary Lee. "Teacher Retention and Teacher Satisfaction in Lutheran Secondary Schools (Job Satisfaction)." Dissertation Abstract International A 52/11. Western Michigan State University, 1992.
- Tarawneh, Tahsin A. "Determinant of Attraction and Retention of Qualified Secondary School Teachers in Jordan." Dissertation Abstract International A 49/06. The Pennsylvania State University, 1990.

- Warr, Charles Nelson. "Job Satisfaction and Intent to Leave Present Employment Among Secondary Teachers in Vocationally Technical Education in the United States (Teacher Retention)." Dissertation Abstract International A 52/12. University of Georgia, 1991.
- Young, Betty J. "Teacher Job Satisfaction: A Study of the Overall Job Satisfaction and Work Facet Satisfaction of K-8 Teachers." Dissertation Abstract International A 53/02. University of California, Los Angeles, 1989.